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AUTHOR Van Tassel, Jean
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ABSTRACT

Intended for parents and teachers of multiply handicapped preschool children, the booklet provides lesson plans in three major areas--basic concepts, motor activities, and language activities. Each lesson plan is broken down into four parts: purpose (a descriptive statement of what the lesson hopes to accomplish), materials (list of materials necessary to complete the lesson), procedure (methods used in teaching the lesson), and comments (the author's personal comments and a blank space for the parent's comments). Lesson plans, along with illustrations, are provided for areas which include the following: identifying what things are made of, selecting and matching color, naming body parts, and developing eye-hand coordination. Appended is a list of materials used in the lesson plans, their cost, and where they were purchased. (SBH)

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ACTIVITIES FOR PRESCHOOL MULTIPLE HANDICAPPED CHILDREN

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FOREWORD

Due to the recent mandate that requires programs to be made available for preschool handicapped children, administrators, teachers and parents have felt the pressing need for an identification of educationally sound daily activities to be used in the classroom and at home. The intent of this booklet is to offer simple, practical activities and materials to efficiently meet the demands for these requested needs.

To provide guidance and assistance to parents and teachers of preschool handicapped children, the Office of the Superintendent of Public Instruction presents this handbook to the teachers of Illinois.

Michael J. Bakalis
Superintendent of Public Instruction

The Instructional Materials Center of the Department of Exceptional Children, Office of the Superintendent of Public Instruction, gratefully acknowledges the contributions of

Mrs. Jean Van Tassel

Teacher, Consultant and Mother

in the development of this publication.

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INTRODUCTION

The lesson plans incorporated in this booklet were designed primarily for parents to use at home with their children in order to aid them in preparing their children both physically and mentally for their school experiences. However, the activities are general enough to be used in many different settings, i.e., nursery schools, parent groups, church groups.

While the emphasis of this booklet is divided into three major areas; basic concepts, motor activities, and language activities, the activities are broad enough to encompass other areas of learning and development, i.e., children can learn to follow directions, be observant, and develop restraint as they play; they also can learn to cooperate and accept responsibility, take turns, and share. It is hoped that the child will look forward to the 'games' he plays each day and not consider them a chore, and that he will be stimulated by his new learning experiences.

Each lesson plan is broken down into four parts: 1) Purpose - a descriptive statement of what the lesson hopes to accomplish; 2) Materials - list of materials necessary to complete the lesson; 3) Procedure - methods used in teaching the lesson; and 4) Comments - the author's personal comments and blank space for the parent's comments. The material was condensed in order to include many different activities within the space limitations of a functional handbook.

Although this booklet was primarily designed with a preschool multiply handicapped child in mind, it is the hope of the author that the lessons can be used with a variety of children and age groups, depending on the specific needs and abilities of the child concerned.

Each lesson plan can be varied to make it easier or more difficult. Since each child is different and each parent's methods of teaching are different, necessary changes are recommended. It is also hoped that parents will expand and vary the lesson plans and incorporate them into everyday situations. The activities in this book have been tested with children two through eight, both at home and in nursery schools.

The majority of materials can be found in the home, (garage sales, etc.) in hopes that their cost can be kept to a minimum. Some materials can be obtained free of charge from local merchants, i.e., the calendar. A price list of the majority of the materials used in this booklet is included. The prices are based on 1973 prices in the Champaign County Area.

Remember learning can be fun, especially when it is an experience shared by people who care!

BASIC CONCEPT DEVELOPMENT

BASIC CONCEPT DEVELOPMENT

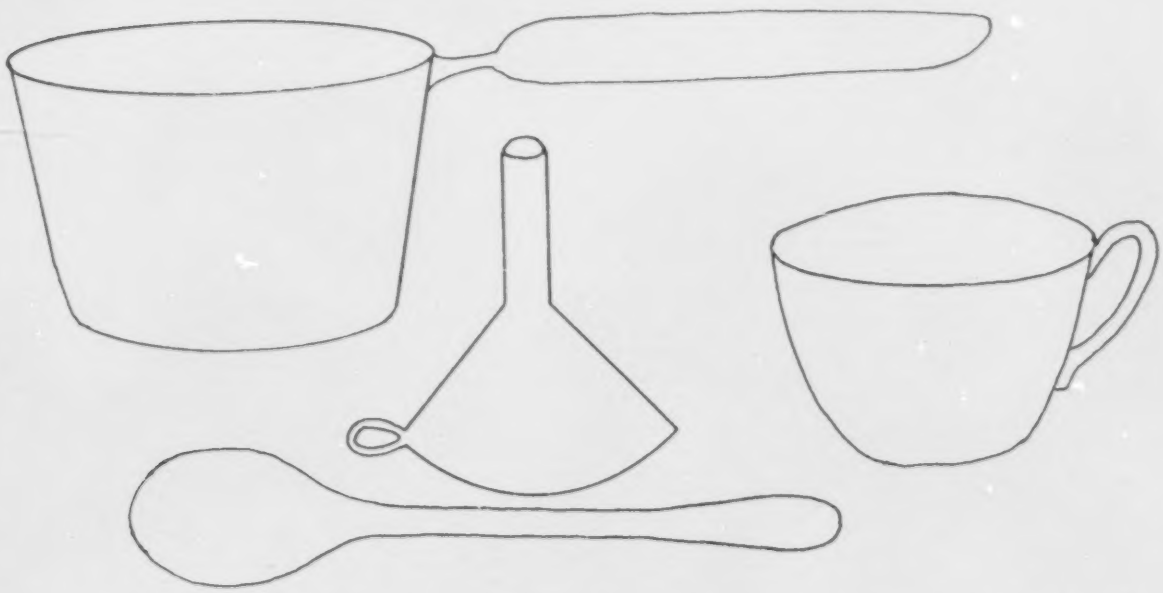
These are basic understandings that a young child should know in order to make his/her experiences more meaningful. The parent is in a position to be the child's first and most important teacher. They only need to be made more aware of how and what they can teach their child.

The ideas suggested in this series will allow the parent to set a foundation of basic concepts through regular routine household chores. How pleasant for both mother and child to talk about the directions "up" and "down" while preparing to bake cookies. The stress on household articles will enable the parent to include her child into more of what she is doing daily.

PURPOSE: To learn to identify common objects from line drawings

MATERIALS: Simple line drawings of common household objects such as a pan, a cup, a spoon, a funnel

PROCEDURE: Begin by placing two objects on a table. Show the child a drawing of one of the objects. Have him show you and name (if possible) which is the correct object. Gradually increase the number of objects until the child can match each drawing with the correct object.

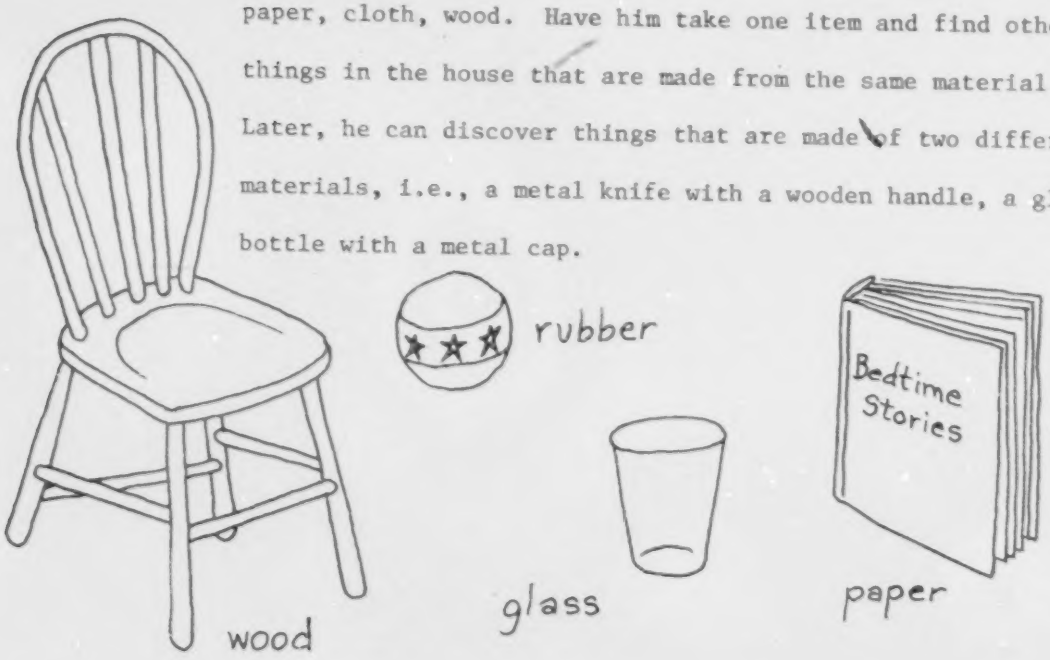


COMMENTS: Some children have difficulty recognizing three-dimensional objects from their two-dimensional representation, so this ability may need to be strengthened slowly until the child can correctly interpret pictures in a book.

PURPOSE: To help a child become aware of the composition of articles in his environment

MATERIALS: A metal pan, a glass jar, a plastic container, a book, a washcloth, a wooden chair (other items may be used)

PROCEDURE: Let the child handle and examine each item. Discuss with him what it feels and looks like. Tell the child what it is made of. Keep it simple, i.e., metal, glass, plastic, paper, cloth, wood. Have him take one item and find other things in the house that are made from the same material. Later, he can discover things that are made of two different materials, i.e., a metal knife with a wooden handle, a glass bottle with a metal cap.



COMMENTS: As the child grows older, this activity could become an interesting and informative hobby.

NAMING BASIC SHAPES

PURPOSE: To teach a child the names of basic shapes (circle, square, rectangle, triangle, diamond)

MATERIALS: Construction paper or cloth shapes which should be large enough for the child to stand on. Make all the shapes the same color

PROCEDURE: Place two shapes on the floor, telling the child their names. (Two completely different shapes, such as circle and square, will make it easier for him to be successful.) Tell the child to stand on the circle, etc. Gradually add other shapes, sprinkle them all over the floor. Later, have the child hop, crawl, run or walk backwards to the correct shapes.

COMMENTS: Later, you can make two of each shape and play with the child or have another child play with him.

LEARNING THROUGH TOUCH

PURPOSE: To develop tactile sensitivity

MATERIALS: Three pieces of sandpaper -- fine, medium and coarse

PROCEDURE: Have the child feel the different surfaces of the sandpaper. Ask him, "Which is the roughest," "Which is not quite as rough," "Which is the least rough" (do not use a word like smooth). Assist the child if necessary. When he can put the pieces of sandpaper in the correct order, coarse to fine, blindfold him and let him try to differentiate between the three pieces of sandpaper by only feeling.

COMMENTS: Let the child use the sandpaper on a piece of wood to see the effect of each grade on the wood.

IDENTIFYING BASIC SHAPES

PURPOSE: To give practice in identifying basic shapes

MATERIALS: Slices of cheese, a knife, or cookie cutters in basic shapes (a donut cutter can be used to make circles)

PROCEDURES: At mealtime or snacktime, cut the cheese slices in the one shape that you would like the child to learn, such as a triangle. Show him one piece and tell him the name of the shape. Have him repeat the name then give the child the cheese to eat. (Make bite size pieces.) Show him a second piece and have him tell you the name of the shape. If he can't do this, tell him the shape and have him repeat it. When a shape is learned, add another shape.

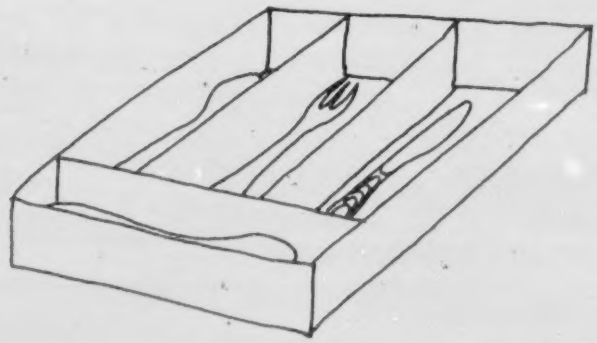
COMMENTS: Slices of luncheon meat or slices of bread may be used in the same way. This is an activity that may cover a period of days, weeks or months.

GROUPING SHAPES

PURPOSE: To put items in groups according to their shape and their utility

MATERIALS: A set of silverware, a divided silverware container (the type that fits in a drawer)

PROCEDURE: Give the child the silverware and show him where each piece goes by putting one of each in the proper compartment. Point out special items such as a salad fork, butter knife, soupspoon, etc. Let the child tell you which piece of silverware he would use for certain food items, such as, mashed potatoes, soup, ice cream, iced tea, etc. Have the child sort the silverware one piece at a time and place it back in its proper compartment.



COMMENTS: The child can really feel useful if this activity is done with a purpose, such as washing the container or straightening out the silverware drawer.

POSITIONS IN SPACE

PURPOSE: To help a child develop concepts of positions in space

MATERIALS: Two large cardboard boxes which are large enough to either stand or sit inside

PROCEDURE: Place two boxes next to each other, one for your child and one for yourself. Play a game of "Where am I?" Place yourself; behind, beside, in front of, in, on, and under the box. (The child will laugh to see you under a box!) Have the child follow suit, verbalizing his position, i.e., I am in the box." Then see if the child can follow you directions by himself.

COMMENTS: If this exercise is too difficult, go back and do only one or two positions each day. The child will think the game is more fun if you do the exercise with him.

PURPOSE: To improve a child's ability to perceive the position of objects in relation to himself and other objects.

MATERIALS: Different types of pans, i.e., a roaster, frying pans, saucepans, cake pans, etc.

PROCEDURE: Begin with two pans. Identify them if the child doesn't know what they are called, i.e., frying pan (or skillet) and saucepan. Say, "Put the frying pan in front of the saucepan." "Now put the frying pan to the left of the saucepan." Continue with other directions and other pans. Let the child have a turn giving you directions.

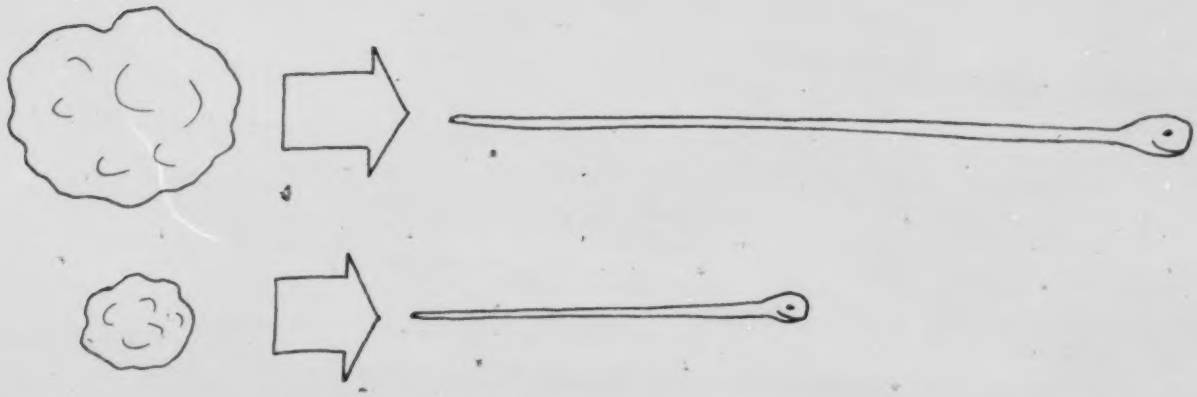
COMMENTS: You may use other household items, such as groceries, towels, etc. Different items will help to vary the activity and will also help to increase the child's vocabulary.

DISCRIMINATING "LONG" AND "SHORT"

PURPOSE: Understanding of the terms "long" and "short"

MATERIALS: Clay or Play-doh

PROCEDURE: Give the child two lumps of clay or Play-doh, one lump should have much more clay than the other one. Have the child make toy snakes. One snake should be much longer than the other one. Help the child verbalize, "This is a short snake," "This is a long snake."



COMMENTS: This may be casually reinforced in many ways. Make long and short trains from blocks, long and short roads in the sandbox, cut flowers with long and short stems, etc.

DISCRIMINATE - "LIGHT" AND "HEAVY"

PURPOSE: To give a child experience in differentiating between light and heavy

To give a child practice in locating various parts of the body

MATERIALS: Different shaped sponges in a variety of sizes, water (in a sink, bathtub or outdoors in a pail, tub or wading pool)

PROCEDURE: Have the child feel the weight of the different sponges when they are dry. (Sponges also make good, non-slippery building blocks.) Then have the child hold the sponges in water. As he lifts a sponge out of the water, help him verbalize the difference in the weight of the sponges; i.e., "Now, this sponge feels heavy."

While the child is in the bathtub, you can add soap and water and have him wash different parts of his body with a sponge. Name each body part, i.e., "Now let's see how clean you can get your feet."

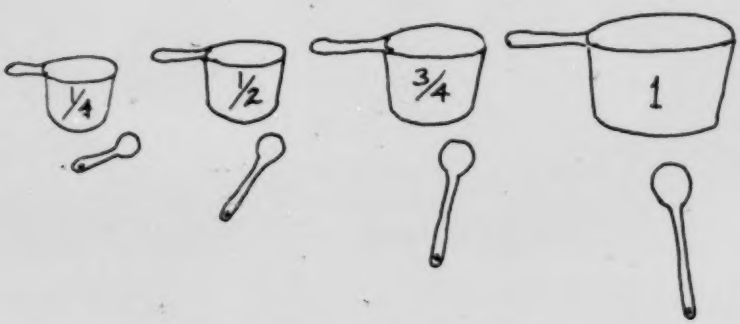
COMMENTS: A mixture of sponges is also good for matching colors, shapes or sizes. Be sure that a young child does not take bites from the sponges and swallow the pieces.

PURPOSE: To provide a child with experience in ordering various sizes

MATERIALS: Set of measuring cups, set of measuring spoons

PROCEDURE: Place the cups on a table in random order. Ask the child, "Which cup is the biggest?" "Which cup is the next biggest?" Have the child range the cups in order from the largest cup to the smallest cup. Continue the same procedure with the measuring spoons.

Next, have the child put the spoons in the corresponding cups. Ask the child to, "Put the biggest spoon in the biggest cup." Continue until all spoons and cups are matched.



COMMENTS: You may arrange the cups and spoons in rows.

Point to the cups randomly and ask the child to find the spoon that matches the cup.

PURPOSE: To give a child experience in grouping objects according to their shape, size or content

MATERIALS: Various shaped boxes which contain food stuffs (or other boxes and cans found in the home); i.e., cake mix, cereal, oatmeal, salt, canned food, spices, sugar, etc.; construction paper

PROCEDURE: Place all of the boxes on a table or on the floor. Next, place a piece of construction paper on the table and have the child place all of the boxes which are shaped like the oatmeal box on the construction paper. Continue by placing another sheet of paper on the table and have the child use one sheet of paper for each different shaped container. Later, have the child group all of the rectangular boxes that are the same size. At another time the child can group all of the cereals, sugars, mixes, spices, canned vegetables, etc.

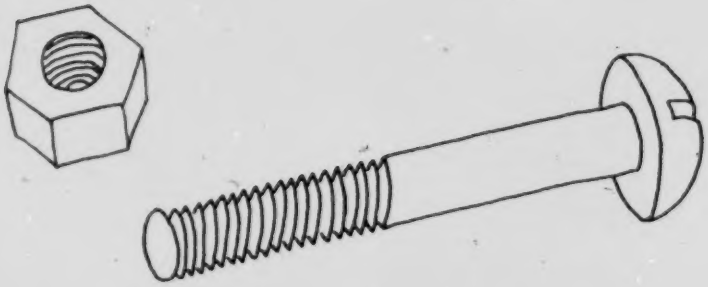
COMMENTS: The child can actually help you when you clean your kitchen cabinets by grouping and arranging boxes, and he will enjoy feeling really useful.

MATCHING SIZES

PURPOSE: To match sizes

MATERIALS: Set of four matching nuts and bolts in various sizes

PROCEDURE: Begin this lesson with the largest and smallest bolts. Give the child the two nuts that match these bolts. Have him screw the correct nut on each bolt. When he can do this easily, give him a third nut and bolt of a medium size. Later, he may try to match all four sets of nuts and bolts.



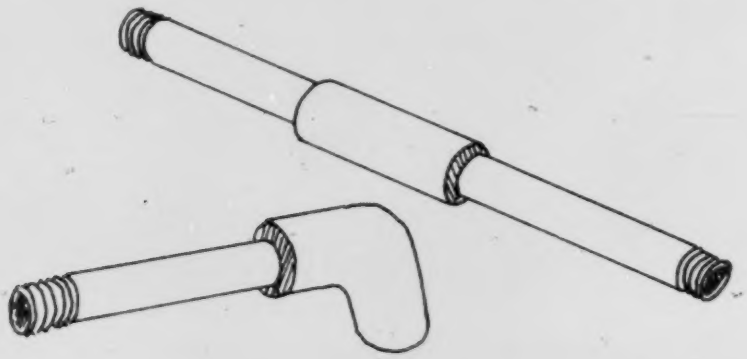
COMMENTS: There are toy nuts and bolts made from plastic, but children often prefer the real objects.

DUPLICATING PATTERNS

PURPOSE: To give a child practice in duplicating patterns of varying degrees of difficulty

MATERIALS: Small plumbing pipes in various shapes

PROCEDURE: Place identical sets of pipes in two boxes. One box will be for the child and one for yourself. Make a simple pattern with two of your pipes, i.e., a straight pipe then an elbow joint. Have the child duplicate this pattern with his pipes. As time progresses, you can make more complicated patterns, adding T-joints and longer and shorter straight pipes.



COMMENTS: At first, have the child watch you put your combination of pipes together and then have him duplicate your pattern. Next, make your patterns without the child watching and then show it to him to copy. Finally, you can make a pattern, show it to the child, remove it, and let him try to duplicate it. Begin with a simple pattern when you start each new step.

AWARENESS OF TIME AND DAYS OF THE WEEK

PURPOSE: To help give a child an awareness of the passage of time

To learn the names of the days of the week

MATERIALS: Calendar with large numbers

PROCEDURE: Hang the calendar in a place where it will be observed many times during the day, i.e., by the dining table, in the bathroom. Each morning (perhaps during breakfast) discuss the name of the day and what the child will do that day, including the general time of day — such as, "John will come to play after lunch." At the beginning of each month, talk about coming events, i.e., birthdays or holidays, what season it is, or anything else pertinent to the child's life.

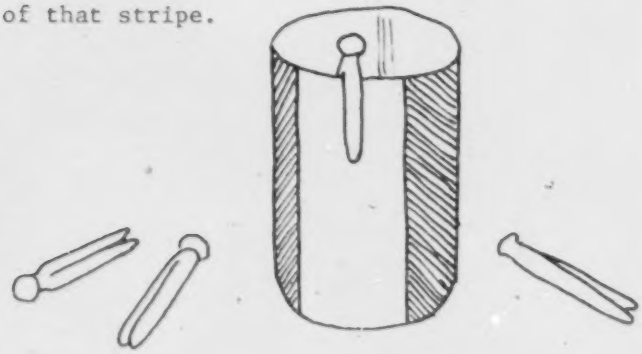
DEC						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

COMMENTS: This activity is also useful in giving the child a sense of security by knowing in advance what will happen each day and by helping him see order in his life.

PURPOSE: To help a child select matching colors

MATERIALS: Plastic clip-type clothespins in various colors, you can color wooden clothespins if you do not have the plastic ones; round salt or oatmeal box without the top, felt tip pens

PROCEDURE: Make wide vertical stripes that match the colors of the clothespins around the box. Have the child match a clothespin to a corresponding stripe on the box and then clip it over the top of that stripe.



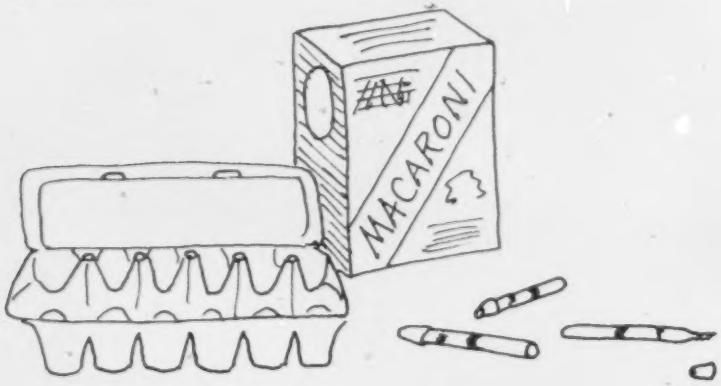
COMMENTS: If the child has trouble manipulating the spring-type clothespins, the same purpose can be accomplished using regular clothespins which have been colored.

The stripes on the box can also be made by gluing construction paper, the same color as the clothespins, to the box.

PURPOSE: To give a child practice in counting and matching colors

MATERIALS: Egg carton, dry macaroni, felt marking pens

PROCEDURE: Using the divided sections of the egg carton, write in the numerals 1 to 12. (See diagram) Use a different color mark for each section. Color macaroni with the same colors used for the markings. For example, if the circle around number 1 is red, color 1 macaroni red, if the number 2 has a blue circle, color 2 macaronis blue, etc. Have the child sort the macaronis by number and color. This exercise is self-correcting as there is just enough macaroni to put in each section of the egg carton.



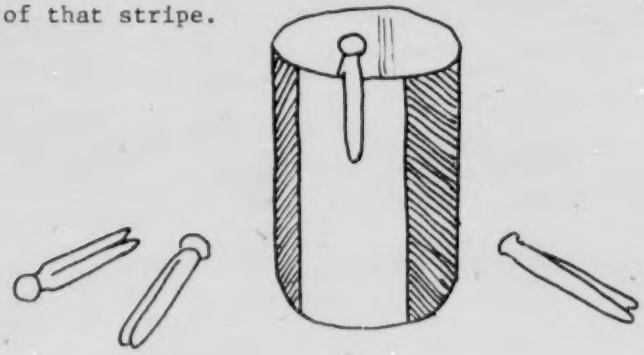
COMMENTS: For a young child, use only 6 or less sections of the egg carton. To make the exercise more difficult, use 2 colors in some sections and color the macaronis in 2 colors.

SELECTING AND MATCHING COLORS

PURPOSE: To help a child select matching colors

MATERIALS: Plastic clip-type clothespins in various colors, you can color wooden clothespins if you do not have the plastic ones; round salt or oatmeal box without the top, felt tip pens

PROCEDURE: Make wide vertical stripes that match the colors of the clothespins around the box. Have the child match a clothespin to a corresponding stripe on the box and then clip it over the top of that stripe.



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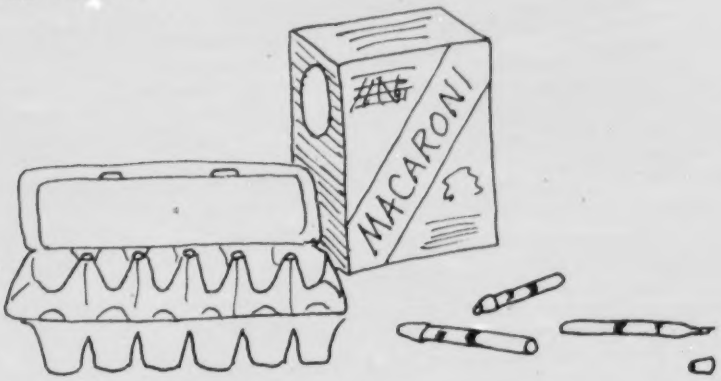

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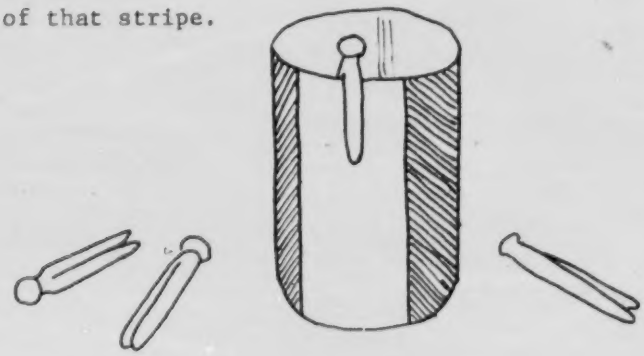

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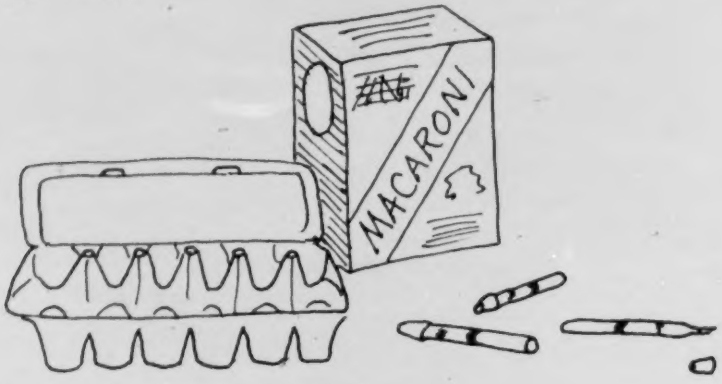
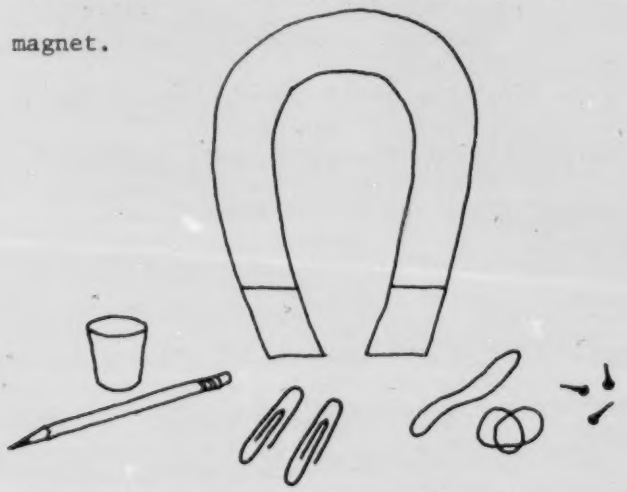


COMMENTS: For a young child, use only 6 or less sections of the egg carton. To make the exercise more difficult, use 2 colors in some sections and color the macaronis in 2 colors.

PURPOSE: To give a child an elementary knowledge concerning the force of magnetism

MATERIALS: Magnets, paper clips, nails, pins, toothpicks, rubber bands, string, paper cups, other small items

PROCEDURE: Supply the child with a magnet and a small box containing the above materials. Allow him to experiment without giving any direction. Then, let the child divide the items into two piles; one pile containing objects which are attracted by the magnet and the other pile containing objects which are not attracted by the magnet.



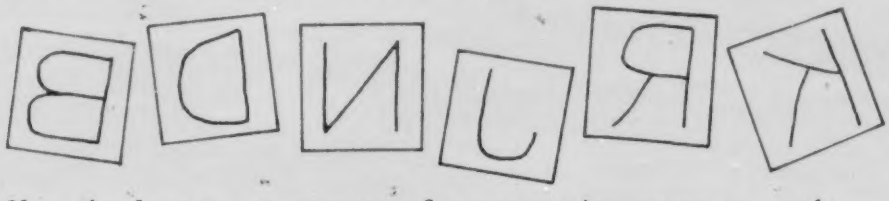
COMMENTS: Let the child discover that magnetism works through paper and water.

IDENTIFYING LETTERS

PURPOSE: To give a child practice in the recognition of letters of the alphabet

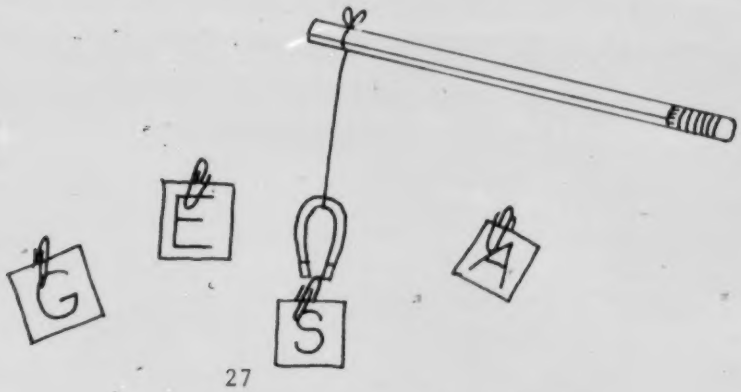
MATERIALS: Sandpaper, construction paper or cardboard, glue

PROCEDURE: Print the letters which are to be learned on sandpaper and cut them out. It is easier to write them in reverse on the back of the sandpaper -- for example



Glue the letters on squares of construction paper or cardboard. Have the child trace a letter and say its (the letter) name. After he has learned more than one letter, have him find and trace the letter you ask for.

COMMENTS: You may play games with the letters, i.e., fish pond, by putting paper clips on the letters and fishing for them with a magnet on a stick and string fishing pole. (I used a pencil for the stick---make sure the pencil is not sharpened.)



EXPERIMENTING WITH CONSERVATION OF MATTER

PURPOSE: To help a child learn about the conservation of matter

MATERIALS: Play-doh or clay

PROCEDURE: Give the child two balls of Play-doh. Make one ball larger than the other. Push down on one of the balls so it is flat. Ask him which piece of clay has more Play-doh now. Have him make the piece into the shape of a ball again to check his answer. Make the other ball into a cake or other shape. Repeat the question and ask him to check his answer by making balls again.

COMMENTS: Help the child verbalize his ideas about the amounts of Play-doh and the shapes you have made.

UNDERSTANDING MONEY AND FINANCE

PURPOSE: To help children obtain some basic knowledge of money and finances

MATERIALS: Cardboard boxes, small cardboard or wooden figures, dried beans and pennies

PROCEDURE: The child may wish to paint boxes and have them represent different buildings. Have one box represent a bank, another box represent the buildings where daddy and (or) mommy works. Use the other boxes to represent department stores. With the small figures, dramatize daddy or mommy going to work and getting paid, (a certain number of pennies or beans for his/her work). The child may take the "pay" to the bank and take out a few pennies or beans to spend at various stores, he can then return to the bank to pay for his house, etc.

COMMENTS: Many children have confused concepts concerning money. Much dramatization may be needed to clarify these concepts. This game can be expanded and varied.

LANGUAGE DEVELOPMENT

LANGUAGE DEVELOPMENT

This series of suggested language activities were developed primarily to increase parental interest in preparing a preschool child in the development of basic language skills.

Regular household articles are used to help the parent encourage the child to talk. By using something familiar such as a pot or cookie cutter, the parent may feel more natural and comfortable in performing the activities. Hopefully, these few activities will stimulate the parent to continue similar activities by using the potential in other articles usually found in the home.

FOLLOWING DIRECTIONS

PURPOSE: To improve a child's ability to listen to and follow specific directions

MATERIALS: A towel and a whistle

PROCEDURES: Have the child sit on an opened towel placed in the middle of the room, place the whistle beside the child. Give a simple direction, such as, "Walk around the rocking chair." The child is to follow the direction, come back and sit down on the towel, and blow a short blast on the whistle. Directions can become more complicated when the child has mastered the simpler ones.

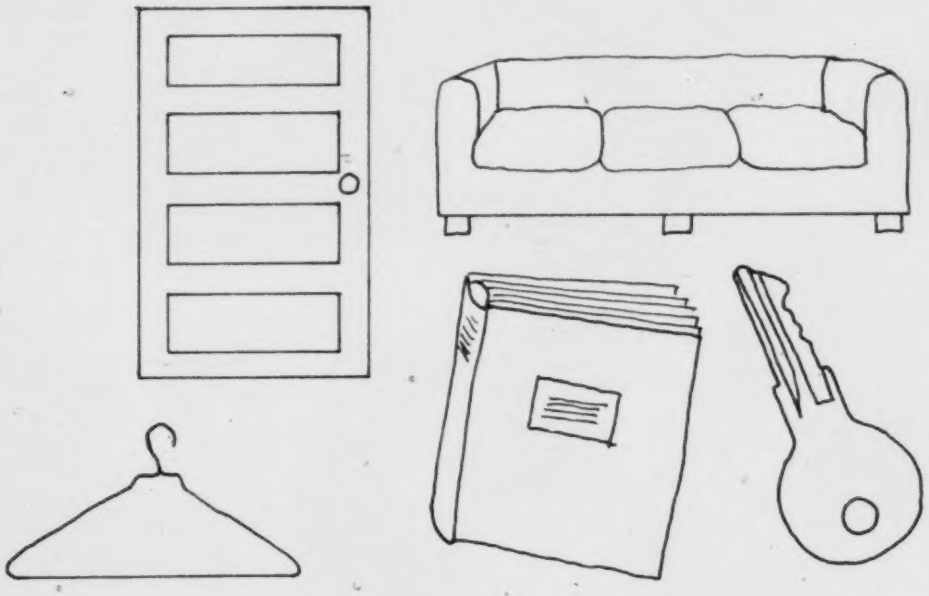
COMMENTS: Having the towel to sit on will give the child a specific starting and stopping place in the room. The whistle blast will show him that he understands that he has finished the complete directions. It also acts as a bit of a reward and makes the activity more of a game.

PURPOSE: To encourage a child to listen carefully with comprehension

To provide a child with enperience in labeling objects

MATERIALS: Items which are normally found in the home

PROCEDURE: This game is called "Bring Me." Say, "Bring me a magazine." (A sponge, a cup, etc.) The child should hand you the item. Then say, "Bring me the ceiling." (The floor, the sink, a door, etc.) The child is not to move. The child should have a turn to be "teacher" and to ask you to give him items.



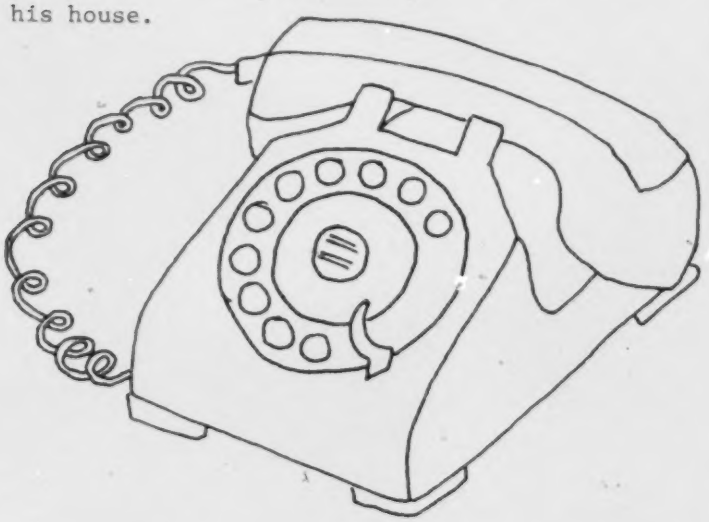
COMMENTS: An exaggerated "dead-pan" expression will add more fun to the game.

USING THE TELEPHONE

PURPOSE: To help a child gain confidence in the use of the telephone

MATERIALS: Two toy telephones, real telephone

PROCEDURE: Use a large chart with a friend's telephone number written on it in large numbers. Show the child how to dial the number on his toy telephone. When he does this correctly, carry on a conversation with him using the other toy telephone. When the child becomes proficient at this, arrange with the friend a time when he may expect a telephone call from your child. Have your child dial the telephone, using the chart and have a short conversation with his friend, perhaps inviting him to his house.



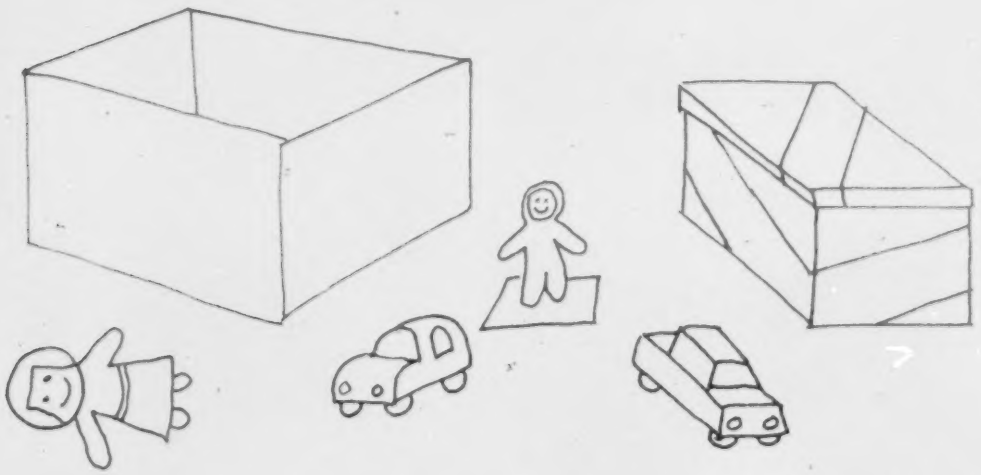
COMMENTS: The child will also enjoy adding daddy's telephone number to the chart and calling him if this is possible.

NAME, ADDRESS, AND TELEPHONE NUMBER

PURPOSE: To help the child learn to say his own name

MATERIALS: Cardboard boxes; dolls, small wooden figures, or cardboard figures; (a snapshot of the child, cut out and pasted on a piece of cardboard would be good to use) toy cars

PROCEDURE: Let the child help you set up a little town or neighborhood made from the boxes (you can also use doll houses). Together with the child, act out situations where the child should be asked something like "Hello, little boy. What is your name?" by a neighbor, a salesman, a taxi-cab driver, a person waiting on the child in a shoe store, a teacher, etc. Help him to say his whole name clearly.



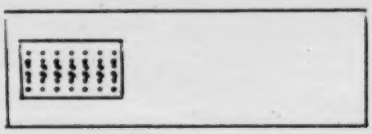
COMMENTS: An extension of this activity would be to teach the child his address, his telephone number, and his age.

OPPOSITES — ROUGH AND SMOOTH

PURPOSE: To practice using simple sentences

To learn opposites, rough, smooth

MATERIALS: Block of wood with piece of sandpaper glued or tacked to one end



Other contrasting textures such as burlap and satin pieces, corrugated cardboard and smooth paper

PROCEDURE: Have the child feel the sandpaper. Say, "The sandpaper is rough." (Not this is rough — identify the object) Have him feel the smooth board. Say, "The board is smooth." Have the child repeat sentences. Repeat this procedure with other sets of materials. Lead the child around the room, helping him identify and verbalize about textures in the room.

COMMENTS: Later you can make a game by blindfolding the child or hiding the materials in a box and having him identify the item. Have him use a complete sentence to describe the item and the texture.

RECOGNIZING LIKENESS AND DIFFERENCE

PURPOSE: To help a child recognize letters which are alike or different

MATERIALS: 52 white cards -- on each card print (in red marker) a letter of the alphabet. Make two cards for each letter. Separate the cards into 2 groups, so that there is one card for each letter in each group. For example,

a	b	c	d	e	group a
a	b	c	d	e	group b

PROCEDURE: Select three letters from group a and then take a letter from group b which matches one of the letters, i.e.,

f	h	t	f

Show the child the f. Then slowly show him each of the other three letters. When the child sees the matching card and recognizes it, he may get an appropriate reward. Later, you may hold up a letter and put it back into the pile. Show the child the cards, one at a time, and when you hold the card up for the second time, the child is to show he recognizes it by giving a pre-arranged signal, i.e, knocking once on the table.

COMMENTS: This activity may be varied by having the child match his name, colors, or shapes, i.e.,

ALPHABETS AND SOUNDS

PURPOSE: To practice writing the letters of the alphabet and recognizing the common sounds represented by the letters

MATERIALS: Pie pan, honey

PROCEDURE: Pour a small amount of honey in the pie pan so that it lightly covers the bottom of the pan. Have the child write the letter which is being studied in the honey with his finger. As he writes the letter he is to slowly say the sound represented by that letter. When this is done correctly, the child may lick his finger, as the honey fills the pan again. The impression of the letter will stay longer if the honey is cold.

COMMENTS: This activity will have to be supervised to see that the child's nutrition and dental health are not impaired.

SPEAKING IN COMPLETE SENTENCES

PURPOSE: To help a child develop powers of observation

To help a child speak in a complete, simple sentence

MATERIALS: None

PROCEDURE: Play "I see a . . ." Sit with the child in an interesting place, such as the garden, the front lawn, a park or a playground. You say, "I see a tomato." When the child sees it, he repeats, "I see a tomato." It will then be the child's turn to identify something, while you repeat it. Lying down in the grass gives a different perspective to this exercise. A very slow walk around the block can develop the child's awareness of the world around him.

COMMENTS: This is a very simple activity for a young child, but it can increase not only his sensitivity to and awareness of the world, but yours also.

COMPLETING SENTENCES

PURPOSE: To help a child develop logical thinking patterns

To help a child form complete sentences

MATERIALS: A purse with a handle, a frying pan, a spatula, other items found in the home which have handles

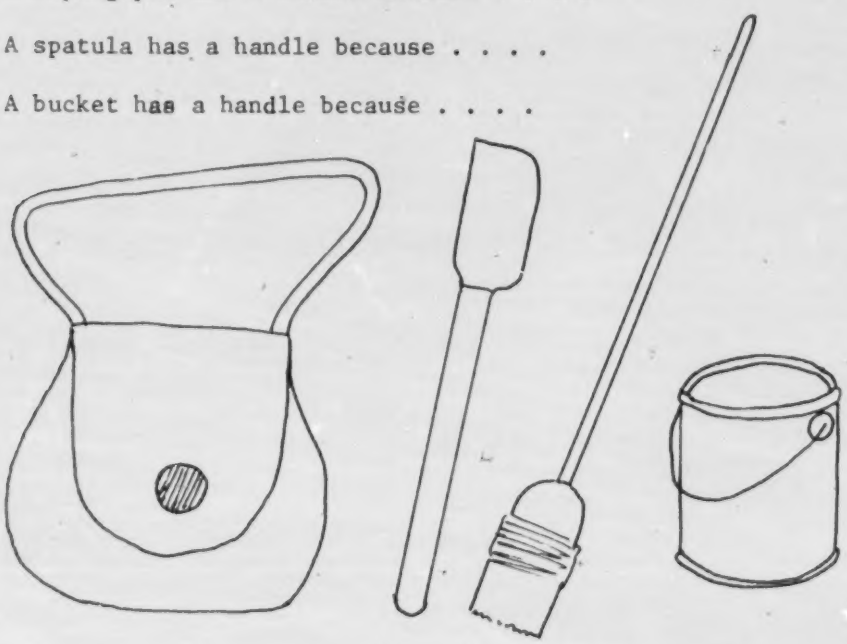
PROCEDURE: Ask the child to both demonstrate how each item is used, and to finish the sentence:

A purse has a handle because . . . .

A frying pan has a handle because . . . .

A spatula has a handle because . . . .

A bucket has a handle because . . . .



COMMENTS: Many children are full of "why" questions. You can be too! The child may have some very unusual and perceptive answers.

ENTENDING VOCABULARY

PURPOSE: Th extend a child's vocabulary

To heighten a child's sense of smell and touch

MATERIALS: Bars of soap, including Lava, cream types, different colors, sizes and shapes.

PROCEDURE: Have the child feel and compare Lava soap (dry, then wet) with a sweet smelling cream-type soap (also dry, then wet). If the child cannot verbalize a difference, supply him with the words to use. Use bars with and without wrappers and let him guess which bars go with each wrapper. Have the child match bars of similar colors. Let him smell the different scents.

COMMENTS: Add a game element by having the child wash his hands for dinner, have him let you smell his hands and guess which soap he used.

ASKING QUESTIONS

PURPOSE: To help a child think of the consequences of certain actions and to help him verbalize these consequences.

MATERIALS: None. Use the household activity you are engaged in at the time.

PROCEDURE: As you are doing your household chores, question your child about what you are doing, why you are doing it, and what would happen if you didn't do it. Such as: "What would happen if I didn't wash the dishes?" "Why did I turn the light on in this closet?" "Why do I keep the telephone book here and not in the bathroom?" "Why am I brushing the dog's fur?" "What would happen if I didn't fix dinner?"

COMMENTS: This activity not only increases vocabulary, but helps prepare the child for what may be expected of him in the future.

RELATING EXPERIENCES

PURPOSE: To help a child relay a personal experience

To help a child understand how speech can be recorded, by writing, and then read again at a later time

MATERIALS: Small bound notebook or several sheets of paper stapled together

PROCEDURE: Over a period of time, have the child tell you short stories about his day's experiences or anything else he may wish to talk about. Date each page of the notebook. Perhaps the child will only have a sentence or two to dictate. Write down what he says and illustrate the "story" (perhaps with stick figures). Later the child may wish to illustrate the stories himself.

COMMENTS: The child will enjoy hearing you re-read the stories later. The stories will become longer as the child grows older. This activity may continue for several years.

MATCHING NAMES AND SYMBOLS

PURPOSE: To match the names of letters with the correct symbol for the letters

MATERIALS: Large, colored pipe cleaners

PROCEDURE: Twist the pipe cleaners into the shapes of the letters of the alphabet. If the child is able, let him help. (Do not work with more than three letters a day, perhaps only one or two) Have the child trace each letter with his finger and then identify it. "This is a b." Give him two letters that he knows, i.e., m and a and then ask him, "Which is the m?"

COMMENTS: It might be easier for the child to manipulate the letter if it is glued on a file card or piece of thin cardboard.

NAMING COMMON OBJECTS

PURPOSE: To help a child learn names of common objects

MATERIALS: Cards with simple drawings, in pairs of common objects. The drawings should be two different versions of the same objects, i.e., "chair" may be a rocker and a straight chair.

PROCEDURE: Play a simple rummy game by dealing out four cards to the child, yourself, and one other player. Have the child ask a specific person for a picture card which matches one of his. If the person doesn't have the picture, the child takes one from the top of the pile of extra cards. Then, the next person asks for a card. Match the cards up in pairs. The one with the most pairs that match is the winner.

COMMENTS: If the child can't hold a number of cards in his hand, take an egg carton and cut one or two lengthwise slits in it for him to insert his cards.

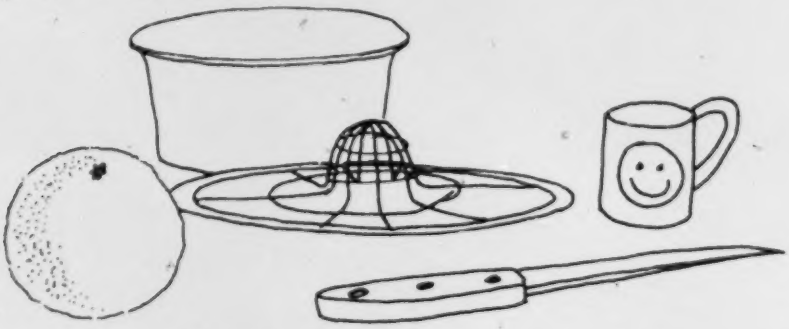
DESCRIBING OBJECTS

PURPOSE: To learn to use descriptive words to tell about a familiar object

To describe an action and the result of the action

MATERIALS: A small orange juicer with sieve around the edge, an orange, a knife, a heavy mug or cup.

PROCEDURE: Have the child describe the orange. Use leading questions if necessary, such as, "What color is the orange?" "How does the orange feel in your hands?" What shape is the orange?" etc. Cut the orange, describing each action while encouraging the child to repeat your sentences. Place the juicer on the cup and show him how to twist his wrist, pressing the orange half down on the juicer. Supply the child with any new words he may need, in order to describe the action. i.e., seeds, juice, pulp, skin, strain, sweet.



COMMENTS: Many simple cooking activities can be excellent opportunities for a parent to utilize in the teaching of language skills. These activities can be a more enjoyable experience if they are done at a more quiet time of day, not when you are cooking the family meal.

NAMING BODY PARTS

PURPOSE: To give a child practice in naming the parts of his body

MATERIALS: Mirror, small piece of soap

PROCEDURE: Have the child look in a mirror. Trace on the mirror, with soap, the outline of the child's face, hair, nose, eyes, mouth, ears, neck, eyebrows, etc. Have the child name each part as you trace it. Then have him step away from the mirror and attempt to point to and name each part again.

COMMENTS: A full-length mirror can be used later to outline the child's entire image.

NAMING BODY PARTS

PURPOSE: To practice naming the parts of the body

MATERIALS: Large, clear, colored pictures of people which were cut from magazines. These pictures may be glued on colored paper to make them sturdier.

PROCEDURE: Cut one item from each picture; such as the, head, arm, leg, foot, eye, etc. Place the pieces in an envelope. Have the child tell you what is missing from each picture. Give him the correct piece to complete each picture.

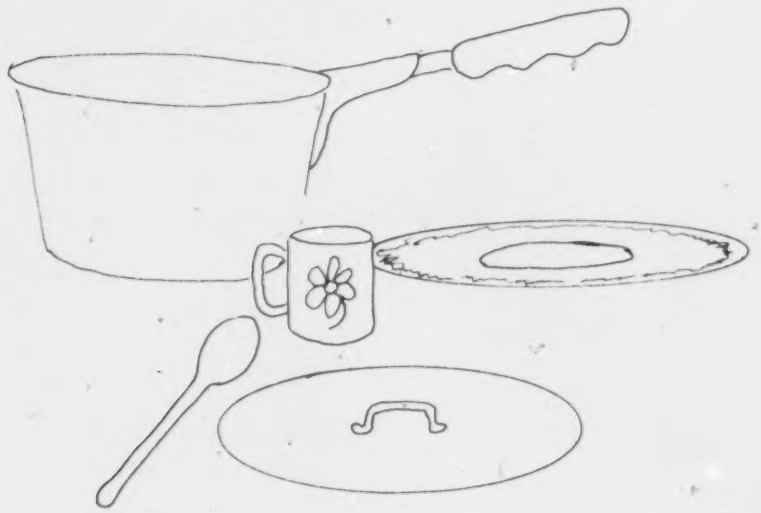
COMMENTS: Use pictures of people from both sexes and of varying ages. Later the child can choose, by himself, the correct picture piece from the assortment of body parts.

RHYMING SOUNDS

PURPOSE: To practice identifying words with rhyming sounds

MATERIALS: Common household items such as a pan, a spoon, a lid, a plate, a cup, etc.

PROCEDURE: Place the various items on a table in front of the child. Ask the child to name the items, then ask him which has a name that sounds like "man," (pan). If necessary, supply the child with the rhyming words until he can correctly hear the sounds.



COMMENTS: Later, this activity can be expanded to include lunchtime. "What are we having for lunch that rhymes with 'loop' (soup) or 'silk' (milk)."

DRAMATIZING

PURPOSE: To stimulate spontaneous language by dramatizing adult activities.

MATERIALS: Dress-up clothes and props for dramatic play, i.e., short nightgowns, men's hats, popsicle stick thermometer, doll, cash register, play dishes, etc.

PROCEDURE: The child may choose to dramatize any activity he has experienced, such as doctor, shoe store, mommy and daddy, barbershop (cutting only doll's hair!), church, grocery store, etc. Present the child with a special prop he can use to help him get started. Play with him, follow his lead and talk to the child about everything you are doing.

COMMENTS: Older children will enjoy dramatizing with other children, but they may need some direction in learning to work together cooperatively.

RECALLING DETAILS

PURPOSE: To recall verbally at least three details about an object

MATERIALS: An old doll and colored markers
An old toy truck or another realistic looking toy

PROCEDURE: Use an old toy which looks like a real object, then change it so that it will look ridiculous to the child. For example, privately color the doll's nose purple, her toes orange and her mouth green. Show it to the child and let him tell you why the doll looks silly. Remove the doll and have the child verbally recall the three silly items on the doll. Toy plastic animals may be colored in unnatural colors. Trucks may have unusual designs on them, colored wheels, black windshields, etc.

COMMENTS: A more difficult chore would be for the child to recall three details about a two-dimensional drawing or photograph.

MOTOR DEVELOPMENT

MOTOR DEVELOPMENT

Most parents want to help their child's physical fitness. The activities suggested here deal with exercises to develop important small and large muscles.

The young child needs to learn to use and control different muscles. The intent of the activities are to help a parent teach the child by using simple, practical household articles which are familiar to the parent. The child may enjoy pinching clothespins around a pie pan, cutting straws, or picking up paper balls with ice tongs.

The activities suggest ways a parent may involve her preschool child into her regular household chores, making them both a learning experience and fun.

TRACING BASIC SHAPES

PURPOSE: To trace basic shapes and then identify them

To improve eye-hand coordination

MATERIALS: Round, square, and rectangular cakepans, large sheets of paper, felt marking pens

PROCEDURE: Work with the child on a firm surface such as the floor. If you use thin paper such as newsprint for the child to trace on, you will want to cover the work area with several layers of paper, so that the ink will not penetrate through the paper. Have the child trace around various pans which should be placed upside down. Help the child identify each shape.

COMMENTS: You may have pans which have unusual shapes that the child can enjoy tracing. Perhaps the child could decorate the resulting pictures, such as a Christmas tree, heart, or lamb.

TRACING PATTERNS

PURPOSE: To help a child develop eye-hand coordination

To help improve figure-ground discrimination

MATERIALS: Colored yarn and construction paper to match the yarn, chalk or crayons

PROCEDURE: Lay a red piece of yarn on a white piece of paper in a simple pattern, such as a circle. Have the child follow the yarn with his finger/crayon. (Traveling inside the circle helps keep his finger/crayon from going off at a tangent.) Then lay the red yarn on the red paper in the same pattern and have the child repeat the tracing. Change colors and patterns. There will be variations in the shades of yarn and paper.

COMMENTS: The child will enjoy your making pictures with the yarn such as a kite, house, flower. He may embellish the pictures later.

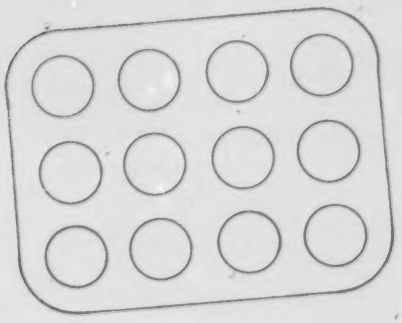
SORTING EXERCISES

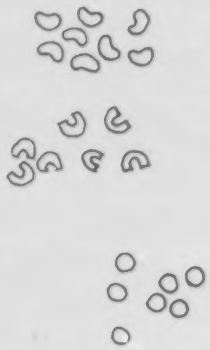
PURPOSE: To give a child practice sorting

To help a child develop small muscle coordination

MATERIALS: Muffin pan, assorted small items such as beans, macaroni, pennies, hair pins

PROCEDURE: Present the child with the muffin pan and two types of items, such as pennies and beans. Have him put all the beans in one cup and all the macaroni in another cup. Later, give the child three items to sort. Add additional items as he becomes more proficient.





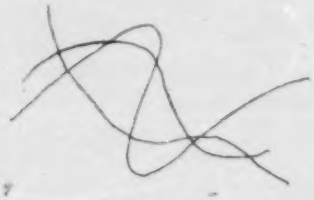
COMMENTS: Be sure he is past the stage of putting small items in his mouth and swallowing them.

TRACING PATTERNS

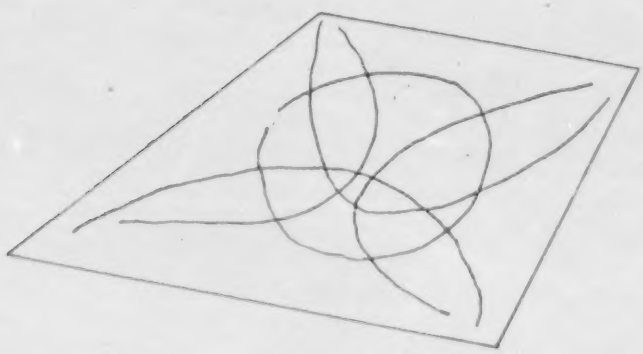
PURPOSE: To help the child discriminate between a specified figure and the surrounding ground

MATERIALS: Short lengths (about 12 to 18 inches) of different colored yarn

PROCEDURE: Lay three pieces of yarn on the table or floor in an overlapping pattern such as



Have the child trace with his finger one specific piece of yarn. He should trace from one end of the yarn to the other without stopping or going along another piece. Change colors or patterns and repeat. The work area should not be slippery. You may wish to work on a rug or a towel. You can also glue different yarn patterns onto the cardboard pieces.



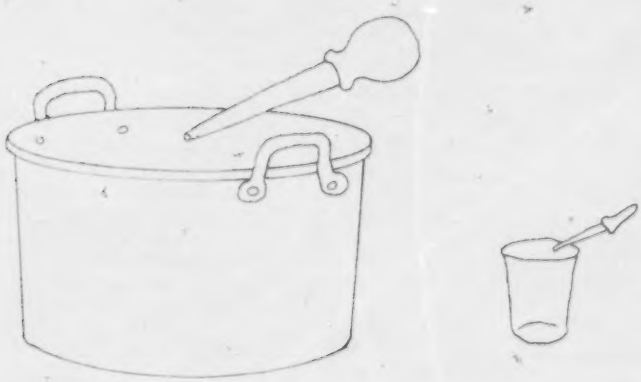
COMMENTS: Later, you may try 3 pieces of thin string which are all the same color.

DEVELOPING SMALL MUSCLE COORDINATION

PURPOSE: To help a child develop small muscle coordination and finger dexterity

MATERIALS: Plastic meat baster, small plastic jar, medicine dropper, pan of water

PROCEDURE: Give the child a pan of water. Show him how to put the end of the dropper in the water, pinch the bulb and release it so that the water is drawn into the dropper. Have the child imitate the process, then hold the dropper over the plastic jar and release the water into the jar. Repeat until the jar is filled. Let the child do the same using the meat baster, so he can compare the amount of water each utensil carries.



COMMENTS: This is a good activity at bath time.

DEVELOPING SMALL MUSCLE COORDINATION

PURPOSE: To help a child develop special muscles and eye-hand coordination

MATERIALS: Hair clips, various sizes of hair curlers

PROCEDURE: Have the child open the hair clip by pinching the end. He can simply clip them around the edge of the hair curlers, or he may insert a small curler into a larger one and clip them together.

COMMENTS: This simple activity is enjoyed by children and it helps prepare them for the more difficult exercises using spring clothespins.

DEVELOPING EYE-HAND COORDINATION

PURPOSE: To help a child develop eye-hand coordination

MATERIALS: Bean-bag, cardboard box, blocks or pieces of construction paper

PROCEDURE:

1. Have the child toss the bean-bag back and forth between his hands until he can catch it easily.
2. Have the child stand on a piece of paper and toss the bean-bag as far as he can (preferably outdoors). Mark the spot where it lands with a block or piece of paper. Have the child try to improve the distance next time.
3. Set the box on a table or stool and have the child hit it with a bean-bag.

COMMENTS: Have the child compete with himself, trying to improve his own skill in each activity. For fun, draw a clown face on the box.

DEVELOPING EYE-HAND COORDINATION

PURPOSE: To help a child practice drawing a straight line between two points.

MATERIALS: Chalk, Large Chalkboard; or Newspapers and Crayons

PROCEDURE: Place two large dots on the chalkboard or on large sheets of paper. Have the child put his chalk or crayon on one dot and draw a straight line to the other dot. Go on to the next dot that you make. Do not attempt to make a picture with the lines.

COMMENTS: See if the child has difficulty when he has to cross his arm in front of his body to make the line. If he gets confused or has to put the chalk in his other hand to finish the line, perhaps he needs a more thorough diagnosis concerning his visual perception.

PURPOSE: To help a child develop eye-hand coordination

MATERIALS: Egg cartons; round headed clothespins

PROCEDURE: Turn the egg carton upside down and punch a hole in each compartment with a clothespin. Have the child put one clothespin in each hole. After mastering this, the child may like the challenge of trying to put a clothespin in each hole within a specified time limit.

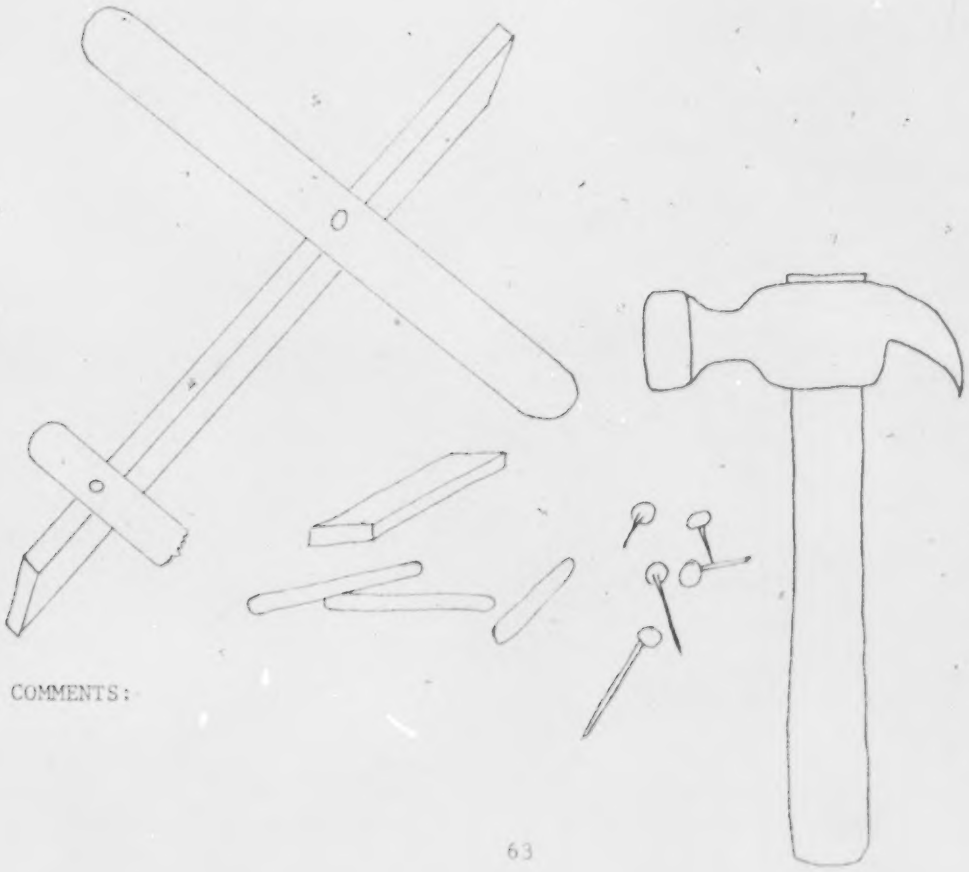
COMMENTS: A face drawn on each clothespin will help make this activity more fun.

DEVELOPING EYE-HAND COORDINATION

PURPOSE: To help a child develop eye-hand coordination

MATERIALS: Various sizes of nails, hammer, piece of wood, popsicle sticks

PROCEDURE: Tap a small nail into the center of a popsicle stick. The child can hold the end of the stick to hold the nail in place on the piece of wood. He may then continue to pound the nail into the larger piece of wood. He can pretend the resulting product is an airplane with a shorter stick nailed across the other end of the wood.



COMMENTS:

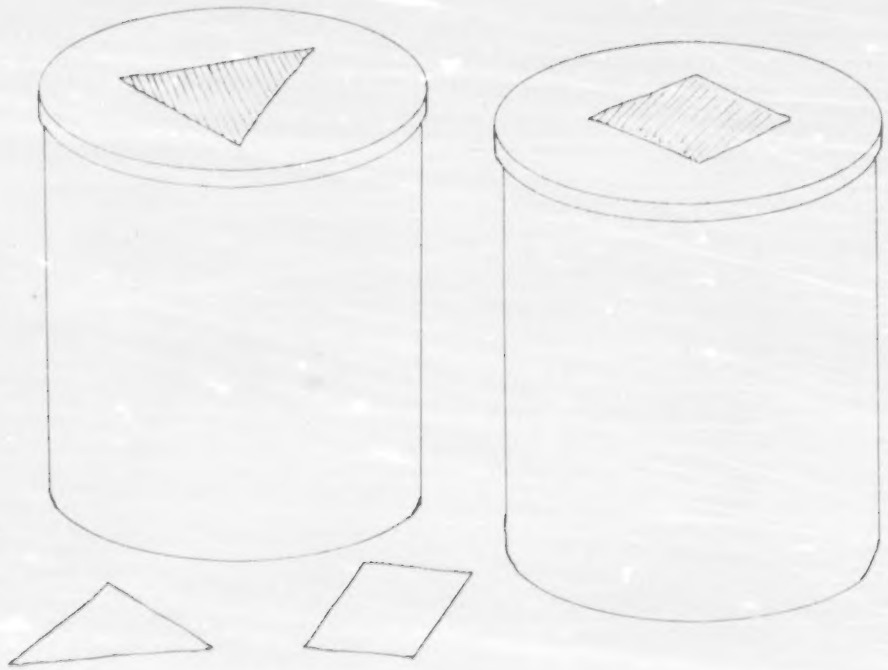
EYE-HAND COORDINATION

PURPOSE: To help a child develop visual discrimination

To help a child develop eye-hand coordination

MATERIALS: Large (2 or 3 pound) empty coffee cans with plastic lids

PROCEDURE: Trace a shape (i.e. a triangle) in the center of a plastic lid. Repeat this process with other shapes. Carefully cut out the shapes and put the plastic lids back on the cans. Start the activity with two cans and two matching shapes. Have the child match the shapes to the correct openings and then drop the shape in the can. Gradually add more cans and shapes.



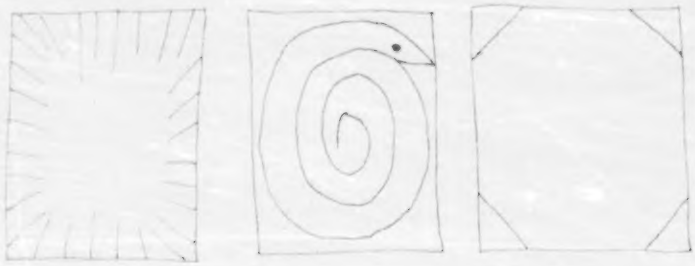
COMMENTS:

VISUAL-MOTOR COORDINATION

PURPOSE: To give a child additional practice in visual-motor coordination

MATERIALS: Blunt scissors, construction paper

PROCEDURE: After a child has learned to hold the scissors correctly and cut off a strip of paper, give him a wider strip that necessitates his using two snips. Next the child may cut a fringe along one edge of a sheet of paper. Other activities include cutting off the four corners of a sheet of paper, cutting along curved lines and cutting along a variety of angles.



COMMENTS: Try to make these exercises meaningful. For example, the fringed paper could be used for place mats. They enjoy cutting "snails" and hanging them up for decorations.

STRENGTHENING EYE-FOCUS

PURPOSE: To increase a child's ability to move his eyes from left to right without moving his head or losing focus

MATERIALS: Ball, small truck or car

PROCEDURE: Have the child sit at a table. Roll a ball slowly from left to right without the child moving his head or losing focus. Add variety by winding a small toy truck and follow the same procedure as above.

COMMENTS: This skill is important for reading skills.

LEARNING LEFT-TO-RIGHT PROGRESSION

PURPOSE: To give a child practice in moving his eyes in a left-to-right progression

MATERIALS: Plastic grater with attached pan, large (bath size) cake of Ivory soap

PROCEDURE: Have the child hold the grater handle in his left hand and the material to be grated, in his right hand. Have him place the soap on the left side of the grater (on the shredding or stringing sections) and pull it toward the right, having the material drop into the bowl. The child is to keep his eyes on the soap as it moves from left to right. Pick up soap, go on to the left and repeat.

COMMENTS: The grated soap may be used for a bubble bath or mixed with a small amount of water and dry paint for fingerpaint. Grated cheese may be used in a cooking project.

DEVELOPING FINE MUSCLE COORDINATION

PURPOSE: To help a child develop fine muscle coordination

To give a child practice in visual motor coordination

MATERIALS: Scissors (children's size), construction paper

PROCEDURE: The child must learn how to hold the scissors correctly. Shake hands with him so he can feel the correct position of the hand. Then give him a thin strip of paper so he can cut off a piece with one snip of the scissors. Cutting off these squares could be enough of a challenge for one session. Let the child choose the color strips he wishes to cut.

COMMENTS: He may use these squares later for pasting or gluing designs on pieces of construction paper.

DEVELOPING THE FINE HAND MUSCLES

PURPOSE: To help a child develop prehensive grasp and fine muscle coordination to strengthen the muscles of the hand

MATERIALS: Clip-type clothespins, empty coffee cans, orange juice can, other types of cans

PROCEDURE: Show the child how to open clothespin, clip it on the edge of the can and then remove it. When he can accomplish this, have him put the clothespins on the can with one hand behind his back. Then have the child reverse hands to remove the clothespins from the can. Later, see how many he can put on the can in the allotted amount of time (use timer, count to 10, recite the alphabet, sing a song, etc., to determine the period of time).

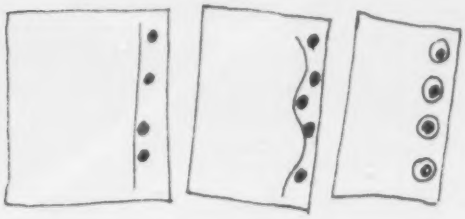
COMMENTS: The child may enjoy clipping spray can tops together to make a train.

DEVELOPING HAND MUSCLES

PURPOSE: To help a child strengthen the muscles in his hand

MATERIALS: Paper punch, sheets of colored paper

PROCEDURE: Draw a straight line along one edge of a sheet of paper. Have the child punch holes with the paper punch along this line. Next draw a curved line for him to punch. Keep it close enough to the edge for the punch to reach. Later, make large dots in a line and have him try to punch out each dot.



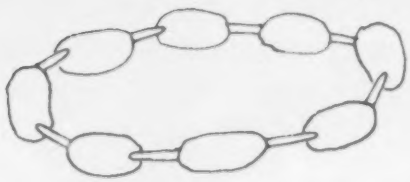
COMMENTS: The punch included in this kit has an attachment for catching the clippings. You may wish to take this off and have the child pick up the fallen circles. These may be used for a pasting activity such as a mosaic or for decorations on a Christmas tree. Also, you may cut 2 identical shapes, such as a Christmas stocking. Have the child punch holes around the edges while he holds the 2 pieces on top of each other. He may lace the pieces together with a piece of yarn. (see sketch) You can cut the edge of the paper off in order not to waste paper when the child is finished punching a row.

STRENGHTENING HAND MUSCLES

PURPOSE: To strengthen the muscles of the child's hand

MATERIALS: Blunt scissors, Play-doh, straws

PROCEDURE: Have the child make a Play-doh "snake" and cut off pieces of it with his scissors. He may also cut off pieces of straws and use them for stringing necklaces.



COMMENTS: Some children enjoy cutting off pieces of Play-doh, calling the pieces "Easter eggs," then hiding the "eggs" for others to find.

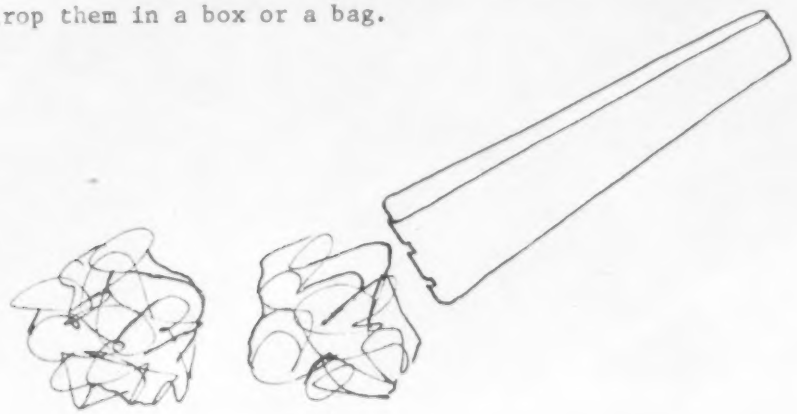
DEVELOPING SMALL HAND MUSCLES

PURPOSE: To help a child develop small muscle coordination

To help prepare a child to work with scissors

MATERIALS: Salad tongs or tongs for corn-on-the-cob, newspapers balls (tear up pieces of newspapers and wad them up into small balls)

PROCEDURE: Make a game out of tossing newspapers balls on the floor, under chairs, on window sills, etc. Then have the child pick up these balls, one at a time, with the tongs. Have the child drop them in a box or a bag.



COMMENTS: This game may be extended by hanging a bag over the child's shoulder, as if he were cleaning up papers in a park.

DEVELOPING MUSCLE COORDINATION

PURPOSE: To help a child develop coordination of his arm and hand muscles

MATERIALS: Egg beater, Ivory Flakes or another grated soap, water, bowl, dark construction paper

PROCEDURE: Place some soap flakes in a bowl. Then add a small amount of water and have the child beat the mixture with an egg beater. The child's movements may be jerky and uncertain at first. Add more water, if necessary, so that the child can whip up a frothy bowlful. He and his friends may use the mixture to fingerpaint "snow pictures" on construction paper.

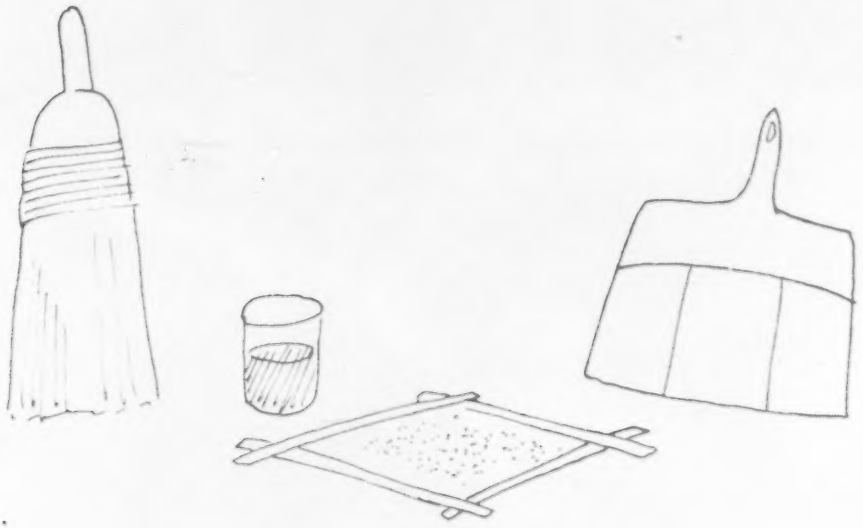
COMMENTS: For other similar activities, the child may whip instant pudding, eggs, whipped cream (continue whipping cream to make butter).

DEVELOPING LARGE MUSCLE COORDINATION

PURPOSE: To help a child develop large muscle coordination

MATERIALS: Masking tape, sand, small broom and dustpan

PROCEDURE: Using the masking tape, outline a square on the floor. Sprinkle sand around the outside of the square. Have the child sweep all the sand into the square and then sweep it into the dustpan.

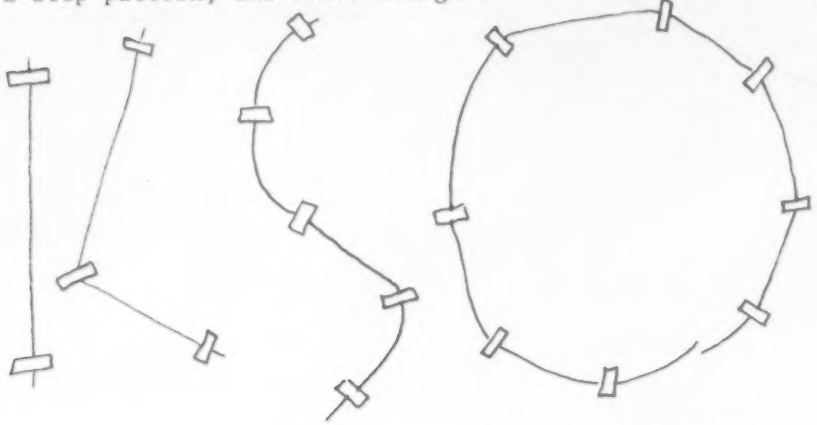


COMMENTS:

PURPOSE: To promote body balance and position in space

MATERIALS: Piece of string, tape

PROCEDURE: Tape one end of string on the floor and lay it down in a straight line. Tape down the other end. Have the child try to walk on the line without stepping off. When this can be done easily, lay the string in the shape of an L, so he must turn a corner. Also, lay the string in a curved line, a circle, a step pattern, and other designs.



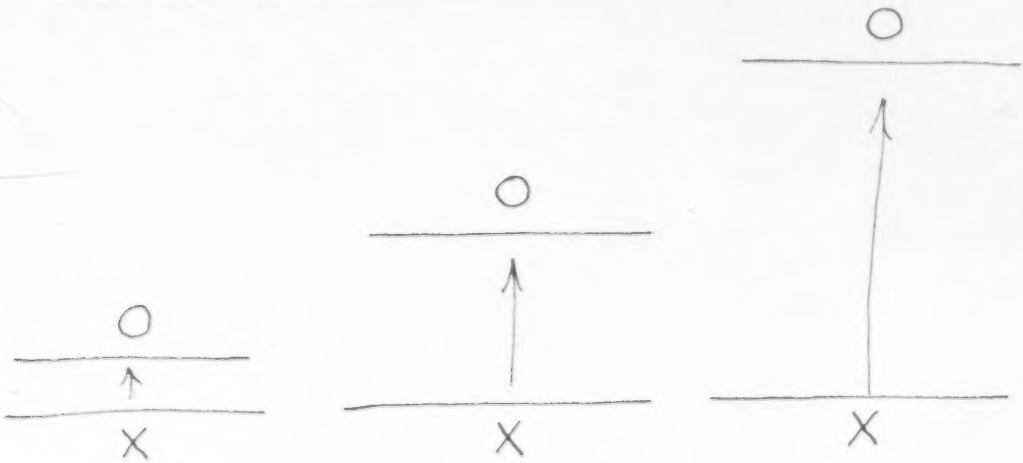
COMMENTS: Play follow the leader or pretend you are on a tightrope in a circus.

PURPOSE: To help a child develop balance and distance judgment

To give a child practice in jumping skills

MATERIALS: Two pieces of brightly colored yarn or two pieces of string or rope about twelve inches long

PROCEDURE: Play a game of "Cross the River" by laying the two lengths of yarn about four inches apart and parallel to each other. Have the child jump over them without touching either one (from point x to point o). When this can be done successfully, move the yarn pieces further apart so that the child has to make longer and longer jumps.



COMMENTS: This game may be complicated by having the child pay a forfeit when he "falls in the river", the penalty may be taking off a "wet" shoe and replacing it, counting to 10, or another skill the child has learned.

DEVELOPING AND MAINTAINING BALANCE

PURPOSE: To help a child learn to jump up and down, maintaining balance in the air, and landing on target.

MATERIALS: An old mattress (a crib mattress works well)

PROCEDURE: After the child has learned to jump up and down on the floor, let him practice on his own "trampoline." A mattress will give him enough bounce so that he will have to practice maintaining his balance in the air. When the child can do this, draw a target in the center and have him try to land on the target each time he jumps.

COMMENTS: This can be a favorite activity for a rainy day and it helps give the child a feeling about the position of his body in space.

MAINTAINING BODY BALANCE

PURPOSE: To jump up and down, maintaining balance, and landing on a specified target

MATERIALS: Piece of construction paper, towel

PROCEDURE: Demonstrate how to jump up and down, lifting both feet at the same time. Have the child practice jumping like this. Tape a piece of construction paper on the floor. Have the child jump up and down on the paper. It may be difficult for him to land on the paper each time. If so, try a larger sheet of paper or a towel, in order to give him a larger target.

COMMENTS: Several sheets of paper can be cut into round "stones." Have the child jump from stone to stone "across the stream."

DEVELOPING DIRECTIONS UP AND DOWN

PURPOSE: To improve large muscle coordination and develop an awareness of directional body movements

To reinforce the concepts of "up" and "down"

MATERIALS: Rolling pin, cookie dough, pie crust or Play-doh, cookie cutters

PROCEDURE: Have the child roll pieces of dough. Use words such as, "out" (away from his body) and "in" (towards his body), as he rolls. Next, the child may cut "cookies" from the dough with the cookie cutters. Have him say "up" (when his hand is raised) and "down" (as he presses the cutter into the dough).

COMMENTS: This activity can be more enjoyable if the dough is baked into cookies. You can also make Play-doh necklaces.

APPENDIX

A SHOPPING GUIDE BASED ON THE MATERIALS USED IN THE LESSON PLANS

Materials	Cost	Where Purchased
Muffin Cups	.79	Discount Department Store
Dried Beans, Salt, Rice		Grocery Store
Macaroni		Grocery Store
Clothespins (clip type)	.69	Discount Department Store
Clothespins (round head)	.49	Grocery Store
Calendar	free	Local Cleaners
Bars of Soap	.37	Grocery Store
Meat Baster	.63	Discount Department Store
Sieve	.41	Discount Department Store
Plastic Funnel	.79	Discount Department Store
Plastic Medicine Dropper	.59	Drug Store
Egg Beater	1.49	Discount Department Store
Sandpaper	.28	Discount Department Store
Pipe Cleaners	.12	Drug Store
Straws	.19	Grocery Store
Tongs	.49	Grocery Store
Photographs, Magazine Pictures	none	Cut Out From Old Magazines
Child's Scissors	.45	Discount Department Store
Construction Paper	.62	Discount Department Store
Newspapers	none	

Materials	Cost	Where Purchased
Sponge	.89	Discount Department Store
Soap Flakes		Grocery Store
Nuts and Bolts		Hardware Store
Screws		Hardware Store
Pipes		Hardware Store
Salt and Pepper Shakers		Discount Department Store
Boxes of Foodstuffs - Cake Mixes, Salt, Oatmeal, Sugar, Cereal, Canned Food		Grocery Store
Spools of Thread	.25	Discount Department Store
Cardboard Tubes	none	Saved From Paper Towel and Toilet Tissue Rolls
Magnet	.56	Discount Department Store
Bean-bag		Made with Remnants
Coffee Cans With Plastic Lids	none	Saved Old Coffee Containers
Timer		Can Use the One on the Stove
Colored Toothpicks	.26	Grocery Store
Rolling Pin	1.19	Discount Department Store
Storage Chest	1.50	Used Folded Decorated Cardboard - Discount Department Store
Grater	.59	Discount Department Store
Bowl		
Ice Tongs	1.09	Discount Department Store
Pie Pan	.99	Discount Department Store
Juicer	.45	Discount Department Store
Whipper	.50	Discount Department Store
Notebook	.50	Discount Department Store
Cookie Cutter	.43	Discount Department Store

Materials	Cost	Where Purchased
Chalk	.17	Discount Department Store
Crayons	.27	Discount Department Store
Magic Markers	.87	Discount Department Store
Watercolors	.48	Discount Department Store
Hammer	2.49	Discount Department Store
Nails	.23	Discount Department Store
Small Blocks	.89	Discount Department Store
Paper Clips	.17	Discount Department Store
Egg Cartons	none	
Cardboard Boxes	none	Obtained from Grocery Store
Mirror	1.34	Discount Department Store
Dress-up Clothes	free	Old Fancy Dresses, Suits etc., Also Old Dressy Shoes
Toy Telephone	1.79	Discount Department Store
Play-Doh	.26	Discount Department Store
Rope	.78	Discount Department Store
String	.53	Discount Department Store
Yarn	.77	Discount Department Store
Measuring Cups	.97	Discount Department Store
Measuring Spoons	.29	Discount Department Store
Pieces of Cloth, Felt, Washcloths, Towels	none	Saved Old Clothes - Purchased Remnants
Plastic Storage Boxes		Discount Department Store
Puppets		
Stuffed Toys		
Dolls		
Figurines		

Materials	Cost	Where Purchased
Ball	.38	Discount Department Store
Paper Punch	.74	Discount Department Store
Colored Clip Clothespins	.58	Discount Department Store
Letter Clips	.29	Discount Department Store
File Cards	.49	Discount Department Store